DOCUMENT RESUME

ED 300 506 UD 026 504

TITLE Our Future at Risk: A Report of the Joint Committee on Minority Student Achievement.

INSTITUTION Illinois State Board of Education, Springfield.; Illinois State Board of Higher Education, Springfield.

PUB DATE Apr 88

NOTE 34p.; Completed in part by a grant from the National Governors' Association Center for Policy Research.

PUB TYPE Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Academic Achievement; Early Childhood Education; Educational Improvement; *Educational Needs; Educational Policy; Education Work Relationship; Elementary Secondary Education; *Equal Education; Higher Education; Labor Market; *Minority Group Children; Minority Groups; Minority Group Teachers; Policy Formation; Population Trends; Program Development

IDENTIFIERS *Illinois

ABSTRACT

This report provides a policy framework for specific programs that will improve the achievement of minority students in the Illinois educational system. All levels of education from pre-kindergarten through graduate education must be involved in designing and making such programs work. Education is the key element that can enable minorities to overcome conditions of racism and poverty and to better their lives. The numbers of minority students enrolled at each successive level of education from elementary through postgraduate have been continually decreasing. The following issues are examined to demonstrate the importance of minority education: Minorities are a growing portion of the population of Illinois; minorities are underrepresented in the work force; the success of the work force in meeting the demands of the market depends upon the success of people in completing high school and programs beyond high school. An overview of minorities in elementary, secondary, and higher education in Illinois is provided. The following recommendations for action are offered: (1) make minority student achievement a priority in Illinois; (2) provide support programs early and throughout education; (3) promote change in the school/campus environment for minority students; (4) promote increasing the employment of minority teaching and administrative personnel; and (5) monitor programs and student progress closely. A list of references is provided. Statistical data on the population of Illinois, school enrollment, and education requirements of the labor market are appended. (BJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300506

Curriculum Guide

A Report of the
Task Committee on
Curriculum Development

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. G. Gill
Illinois State Board of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

June 1, 1988

To the Citizens of Illinois:

This report, *Our Future at Risk*, was developed in response to concerns held by the Board of Higher Education and the State Board of Education regarding the status of minority student achievement in Illinois. It had become very apparent to both boards that the present low levels of achievement and educational attainment by many minority students are unacceptable and must be addressed in a dramatic way.

The Joint Committee on Minority Student Achievement was appointed by our boards and charged with developing both an understanding of the problem and a set of possible solutions. This report represents the Committee's response to that challenge and, in turn, it provides a challenge to all of us in the educational community. The Committee has communicated a sense of urgency and a brief but compelling list of policy directions; our task now is to develop specific plans to transform directions into realities.

The State Board of Education and the Board of Higher Education have approved this report and are now beginning the work necessary to improve minority student achievement in Illinois. We are deeply appreciative of the contributions of the Joint Committee in helping us to focus that work, and we look forward to your cooperation in this critical task.

Ted Sanders
State Superintendent
of Education

Richard Wagner
Executive Director
Board of Higher Education

Our Future at Risk

A Report of
The Joint Committee
on Minority Student Achievement

Illinois State Board of Education
and
Illinois Board of Higher Education

April 1988

JOINT COMMITTEE ON MINORITY STUDENT ACHIEVEMENT

Jacqueline Atkins (Chair)
Member, State Board of Education

Warren Bacon (Vice Chair)
Member, Board of Higher Education

Abdul-Rasheed Akbar
Chairperson, Student Advisory Committee
to Board of Higher Education

Mirron Alexandroff
President
Columbia College

James D. Anderson
Professor
Educational Policy Studies
University of Illinois at Urbana

Veronica Avila
Student
Loyola University

George E. Ayers
President
Chicago State University

Richard M. Bonner
President
State Community College

Shinae Chun
Governor's Office
Asian American Affairs

James Collins
Director of Affirmative Action
Deere & Company

Clara S. Fitzpatrick
Member, Board of Regents

Rodolfo Garcia
Associate Vice Chancellor,
Research and Evaluation
City Colleges of Chicago

Josue Gonzalez
Director
Bureau of Research and Development
Chicago School District #299

Timothy F. Hyland
Superintendent
Champaign Community Unit
School District #4

Theodore Jones
Chairman, Board of Trustees
City Colleges of Chicago

Dennis Keller
Chairman, Board of Trustees
Keller Graduate School of Management

Charles Kyle
Member of Faculty
Loyola University

Nena Mascunana
Past President
Organization of Asian Americans

Mary McDade
Attorney
Quinn, Johnston, Henderson & Pretorius

George Munoz
Attorney
Mayer, Brown & Platt, Inc.

William R. Norwood
Member, Board of Trustees
Southern Illinois University

James Oliver
Chief Executive Officer
University Ford of Peoria

Martha O'Malley
Regional Superintendent
St. Clair County

Hermelinda Ortega
Operations Director
Illinois Migrant Council

Edward Palmer
Executive Director
COMPRAND

Barbara Pannwitt
Retired Teacher

Lillian Parks
Assistant Superintendent
East St. Louis School District #189

Vincent E. Pelletier
Member of Faculty
College of DuPage

Robert J. Ruiz
Member, Board of Governors

Keith R. Sanders
Dean, Communications and Fine Arts
Southern Illinois University at Carbondale

Ann E. Smith
Member, Board of Trustees
University of Illinois

Thelma Smith
President and Chief Executive Officer
Illinois Service Federal Savings
and Loan Association of Chicago

James J. Stukel
Executive Vice Chancellor
University of Illinois at Chicago

Charles Thomas
President
National Alliance of Black School Educators

Lloyd Watkins
President
Illinois State University

Reginald Weaver
Immediate Past President
Illinois Education Association

Norma White
American Federation of Teachers

Benjamin Williams
Principal
Percy Julian Junior High School

Jane T. Williamson
Member, Board of Higher Education

Acknowledgements

The Committee wishes to give special acknowledgements and thanks to Senator Richard Newhouse. Because of his deep commitment to this issue, Senator Newhouse attended all of the meetings, participated in the deliberations, and virtually became a member of the Committee. His contributions are deeply appreciated.

The Committee also wishes to acknowledge its gratitude to those distinguished individuals whose participation in the seminar was invaluable to the Committee and its work. Those individuals were:

Robert Alioto
Director
California School Leadership Academy

Joan Baratz
Director
Division of Education Policy
Research and Services
Educational Testing Service

Samuel Betances
Professor Sociology Department
Northeastern Illinois University

Alice C. Blair
Educational Consultant
Phoenix, Arizona

Patrick Callan
Vice President
Education Commission of the States

Alonzo Crim
Superintendent
Atlanta Public Schools

Mary E. Dilworth
Director
Research & Information Services
American Association of Colleges
of Teacher Education

Edgar Epps
Marshall Field IV Professor
of Urban Education
Department of Education
University of California

Peter Garcia
Dean, School of Education
St. Mary's College of California

Keith Geiger
Vice-President
National Education Association

Jerry Hirsch
Professor of Psychology
University of Illinois at Urbana

Barbara Holmes
Senior Policy Analyst
Education Commission of the States

Sharon Johnson-Lewis
Director
Department of Evaluation and Testing
Detroit Public Schools

Manuel J. Justiz
Chaired Professor
College of Education
University of South Carolina

Archie Lapointe
Executive Director
National Assessment of Educational Testing
Educational Testing Service

Senta Raizen
Study Director
National Academy of Sciences

G. Pritchey Smith
Division of Curriculum and Instruction
University of Northern Florida

William Trent
Assistant Professor
Educational Policy Studies
University of Illinois at Urbana

Reginald Wilson
Director, Minority Concerns
American Council on Education

Elaine P. Witty
Dean
School of Education
Norfolk State University

Moderator
Luvern Cunningham
Ohio State University

Finally, the Joint Committee wishes to acknowledge the assistance of the staff members who worked with the Committee. From the Board of Higher Education: John Huther, James C. Forstall and Lisa Moorehead. From the State Board of Education: Rose Owens and Lee Patton.

This project was completed in part by a grant from the National Governors' Association Center for Policy Research. Illinois received one of ten grants awarded to support policy development for restructing the education system. The Committee extends its gratitude to the National Governors' Association for its support.

OUR FUTURE AT RISK

This is a report of the Joint Committee on Minority Student Achievement appointed by the State Board of Education and the Illinois Board of Higher Education in 1987. It is a report to these two boards.

But just as importantly, it is a report to all citizens of Illinois and especially to all of our educational and business leaders and all of our elected officials. This report is submitted in the hope that responsible officials have the will to act upon it decisively and swiftly.

Many conditions outside our schools affect the achievement of minority students in our schools. Such conditions—which include family structure, poverty, health care, peer pressures, and safety outside the school—are beyond the control of our educational system. Our educational system cannot change these conditions. But our educational system itself can change to improve the ways in which it addresses these conditions and the problems that they present.

This report provides a course of action to bring about change in our educational system. It provides a policy framework for specific programs that will improve the achievement of minority students in our educational system. All levels of our educational system from pre-kindergarten through graduate education must be involved in designing and making such programs work.

This report is about four minority racial or ethnic groups in our state: Blacks, Hispanics, Asians, and American Indians. At the same time, it is about all people in Illinois because the future of all of us depends on the education and success of all groups in our population.

A TIME FOR CHANGE

Our citizens are the most important resource among the many resources of this great state. Our ability to make our economy work and grow depends on the talent, ingenuity, and knowledge of all of us. But many of our citizens are losing the chance to contribute to the well-being and prosperity of all, because they are not succeeding in our educational system. Our educational system is not helping them to become all that they can be.

Twenty years ago a presidential commission, headed by Illinois Governor Otto Kerner, examined the causes for racial unrest in our nation. Many of the conditions affecting minorities that were found deplorable then are as bad or worse today. Since then, many minorities have achieved educational and professional success and have shown that minorities can succeed in all aspects of American life. But many more minorities have not had such success and many continue not to be helped by the education that they are receiving. Education is the key element which can enable minorities to overcome conditions of racism and poverty and to better their lives. The lack of education results in unproductive lives for many and a loss for society as a whole.

In 1983, the report *A Nation at Risk* focused the public's attention on the problem of declining student achievement. One aspect of that problem—achievement among minority students—is an urgent concern.

Changes must be made in our educational system so that more of our minority youngsters and adults succeed. The numbers of minority students in our schools have been growing steadily and will continue to grow. But the proportions of minority students at each successive level of education from elementary through graduate education decrease severely. In other words, our educational system is not helping these students to complete educational programs.

THE RECORD OF ILLINOIS EDUCATION

	Percent Minorities at Each Level
First Grade	36%
Twelfth Grade	22
Bachelors Degrees	12
Doctorates	9

Completion of educational programs is necessary for most jobs in our economy. Too few minorities in our working-age population now have completed high school or education beyond high school. Too many minorities lacking adequate educational preparation join the ranks of our working-age population each year. As the proportions of our minority citizens of working age grow, their importance to our economic well-being also grows.

We cannot be indifferent to the achievement of minorities in our schools. As Governor James R. Thompson has observed, "If you lose the child, you lose the adult."

More minority youngsters and adults must achieve basic skills and knowledge. More must achieve preparation for education or training beyond a high school diploma. More must achieve preparation for all kinds of jobs—including jobs in education and new jobs in the Illinois economy of the future.

Change in our educational system is both right and necessary. Education is basic to an informed citizenry, the foundation of equal opportunity, the avenue to most jobs. Our state depends on those of us who work. We cannot prosper as a state with a large portion of us unemployed or underemployed.

MINORITY STUDENT ACHIEVEMENT AFFECTS EVERYONE

Population trends and labor market demands demonstrate why the success of minority students is important to all of us.

POPULATION TRENDS. In recent years, several changes have occurred in our population. Birth rates have been higher for minorities than for whites. Moreover, whites have moved out of Illinois in greater numbers than they have moved in. On the other hand, minorities—especially Hispanics—have moved into Illinois in greater numbers than they have moved out.

The net result is that minorities are a growing portion of our population. In 1970, minorities numbered 14 out of every 100 people. By 1985, minorities had increased to 24 out of every 100 people in Illinois. And these numbers will continue to grow. Minorities in selected age groups reveal even greater changes in the near future.

MINORITIES IN ILLINOIS

Illinois Population	Percent Minority in Each Age Group 1985	1995	2005
Birth to 19 years old	31%	34%	38%
20 to 64 years old	23	27	31
65 years and older	11	14	19

Minorities are projected to become a growing proportion of our population that is under 20 years of age. In a short period of time, these increases will also be seen in our working-age population, age 20 to 64 years old.

These numbers show that more than ever before we will have to depend on minorities in our population to fill all types of jobs in our economy. As the numbers and proportions of our white population decrease, we will have to look to our minority population to make our economy work and to pay taxes to make our government work. For this to happen, minorities will have to succeed in our educational system in greater numbers than ever before.

LABOR MARKET DEMANDS. The economy of Illinois is changing as a result of technology and competition in the world marketplace. Technology is changing the state's older industries and creating new industries.

For example, Illinois now ranks third in the nation in the number of high-technology jobs, third in the number of corporate research and development facilities, and fourth in the number of software firms. Over the next 10 years, Chicago is expected to rank third nationally among metropolitan centers in job growth for electronics and electrical technicians, computer programmers, and system analysts.

While there will always be jobs that require little skill and knowledge, the numbers of such jobs are expected to decrease. New jobs are expected to require higher levels of skill in math, language, and reasoning.

The number of people employed in Illinois now stands at about 5,200,000. The number of minorities estimated to be employed is 18 out of every 100 employed persons. This is less than the 23 minorities out of every 100 persons currently in the state's working-age population.

Annual new job openings in Illinois between now and 1995 are estimated to average about 267,000 each year. Of these new jobs, as many as 57 out of every 100 may require competencies associated with a high school diploma. Another 35 out of every 100 may require some level of college. For the nation as a whole, estimates of the number of new jobs between now and 2000 that will require postsecondary education are greater than 50 out of every 100 jobs.

If our nation succeeds in the world marketplace as a center for creation of new technologies and technologically-based industries, the demands for jobs requiring the highest skills will increase greatly. And Illinois should expect to be a leading state in such economic growth.

But will Illinois be ready to compete? Will our workforce have the knowledge and the skills necessary to fill the new jobs? The answer depends on the quality of our educational system. And it depends on the success of all of our people in completing high school and programs beyond high school.

As a state, we face the economic necessity of having as many of our people as possible complete high school or some level of education beyond high school. Our future is at risk because our educational system is not preparing enough people—especially minorities—to meet job requirements of the future.

OUR EDUCATIONAL SYSTEM

Our educational system consists of public and private elementary schools, secondary schools, colleges, and universities. Working together as one system is becoming more important as more people seek education beyond high school to prepare for changing job requirements. Education at earlier levels is becoming more important as preparation for education at later levels.

Currently, some minority students are succeeding in our educational system. In 1986, over 25,000 minority students received high school diplomas from our public high schools. At community colleges, minority students received nearly 1,900 certificates and over 3,100 associate degrees. At public and private colleges and universities, 5,600 minority students received bachelor degrees, nearly 1,700 received masters degrees, over 400 received professional degrees, and 175 received doctoral degrees.

These are encouraging signs that our educational system is benefiting some minority students. But there are other signs that our system is not benefiting as many minority students as it should. These are the signs of the need for change in both elementary/secondary education and higher education.

ELEMENTARY/SECONDARY EDUCATION. Over 1,800,000 students are enrolled in public elementary and secondary schools in Illinois. Minority students number 33 out of every 100 students in these schools.

Many of these minority youngsters come to school with serious learning disadvantages resulting from poverty and language difficulties. Forty-four out of every 100 minority youngsters come from poverty-level homes and many more live in families whose income is just above the official poverty line.

Approximately 3 out of every 100 students have limited English proficiency and are eligible for bilingual education services. Because Hispanic birth and immigration rates are the highest among all groups, the proportion of students with limited English proficiency is likely to increase.

Our educational system must address the effects of poverty and limited English proficiency, if minority students are to be encouraged to succeed. Research and practical experience show that minority students can learn. But signs of our educational system's lack of success with minority students may be seen in test scores and the rates at which students do not complete high school.

On the American College Test (ACT), Blacks and Hispanics have consistently scored lower than their white and Asian American counterparts. In 1987, white students in Illinois had an average ACT score of 20.0 out of a possible total score of 36, and Asian students had an average score of 20.4. But Mexican-American students averaged 15.1 and Black students averaged 13.5.

Attrition rates for minority high school students are higher than those for white high school students when public high school graduates are compared with ninth grade enrollments four years earlier. For example, 15 of every 100 white ninth-graders in 1983 did not graduate in 1987. But 43 of every 100 Black ninth-graders and 46 of every 100 Hispanic ninth-graders did not graduate. Furthermore, among male students in these groups, attrition rates are even greater. As many as 48 of every 100 Black males and 50 of every 100 Hispanic male ninth-graders did not graduate.

Our educational system's ability to change outcomes such as these depends upon the commitment of the leadership and employees of the system, the nature of the school environment, and the availability of a variety of support programs.

Commitment to improving minority student achievement involves the leadership in our schools including school board members, administrators, and teachers. One aspect of such commitment is the recruiting and hiring of minority administrators and teachers. Currently, minority administrators number 8 out of every 100 administrators and minority teachers number 15 out of every 100 elementary and secondary teachers, far less than the 33 minority students out of every 100 students. Minority administrators and teachers are needed to encourage minority students to succeed in school and to help all other students understand and respect people of different races.

The environment of schools is determined by the attitudes of principals and teachers toward minority students. Because many minority students enter school with significant disadvantages, there is a tendency for teachers and others to unconsciously lower their expectations of these students or to set different or lower standards for minorities. Such attitudes must be changed. Such attitudes imply that minority children cannot learn and do a disservice to those children and to the larger society. The answer is not to lower expectations and standards but to ensure that minority children are given whatever assistance is necessary for them to meet those standards in the same proportions as majority students.

Programs to improve education for all children and programs to assist students who are at risk of failing in our schools were an important part of the 1985 educational reform legislation. We are in danger of losing these programs for lack of adequate state funding.

Legislation to prevent school failure included programs for three and four-year-olds who are at risk of academic failure and state reimbursement for full-day kindergarten programs in all schools.

Legislation to treat the problems of many students in our schools included reading improvement grants to support the purchase of teachers' time, training, and materials. It also included summer school grants to support special remedial activities. And it included alternative education, truancy, and dropout prevention grants.

In spite of legislative action in 1985, fiscal year 1988 resulted in a reduction of $130 million in state funds for Illinois elementary and secondary education. Adequate funding for elementary and secondary education is a critical part of the commitment to the future of Illinois and the investment in its people.

HIGHER EDUCATION. In higher education, signs of the need for change may be seen in terms of the numbers of minority students enrolling in Illinois colleges and universities, the types of programs in which minority students enroll, and the degrees received by minority students.

In 1986, minority students numbered 22 out of every 100 students enrolled in all of our community colleges and public and private colleges and universities. This is somewhat less than the 24

minorities out of every 100 people in our total population and considerably less than the 33 minority students out of every 100 students in our public elementary and secondary schools.

These numbers demonstrate the importance of our educational system's success with minority students in elementary and secondary education if they are to continue their education beyond high school.

Between 1976 and 1986, the proportion of Hispanic students in higher education increased from 3 to 5 out of every 100 students, and the proportion of Asians increased from 1 to 3 out of every 100 students enrolled in our colleges and universities. But the proportion of Black students remained stable at 13 out of every 100 students.

Among all Illinois colleges and universities, minority students are disproportionately enrolled in community colleges where they number 27 out of every 100 students enrolled. Within community colleges, minority students are also disproportionately enrolled as unclassified students. This means that they have not been admitted to a program that will lead to a degree, usually because they lack a high school diploma or prerequisite for a degree program. Successful completion of a community college program and preparation for transfer to a bachelors degree program is vital to minority student achievement in higher education.

Among undergraduates enrolled in our public and private colleges and universities, minority students number 20 out of every 100 students. But among bachelor degree recipients, minority students number only 12 out of every 100 students. Furthermore, minority students number only 11 out of every 100 students enrolled in graduate and professional education programs. These are clear signs that higher education is not retaining minority students and needs to change to ensure that more minority students complete degree programs.

Higher education's ability to change outcomes such as these depends on the commitment of the leadership and employees of our colleges and universities, the environment of our campuses, the availability of programs of support, and cooperation between elementary/secondary education and higher education.

Recruiting and hiring minority administrators and faculty is an essential part of the commitment to improving minority student achievement. In 1985, minorities numbered only 5 out of every 100 top administrators in our colleges and universities and 10 out of every 100 tenured faculty members.

For the 22 minority students out of every 100 students enrolled in our colleges and universities, there are too few minority administrators and faculty to serve as sources of counseling and encouragement. There are also too few minority administrators and faculty for white students to understand and respect as successful members of the academic community.

There must also be a commitment on the part of institutional leaders to maintain a campus environment that is inviting to minority students. One critical environmental issue is the amount of racial tension present on some campuses and the ways administrators deal with such incidents. Open hostilities must be dealt with quickly and decisively. Institutions must also seek to change negative attitudes by stressing the importance of racial diversity and cultural understanding.

The role that minority students play in the total life of an institution is also crucial to their academic and social success. Recent research has shown that as enrollments of minority students approach

20 out of every 100, the campus environment changes from one of accommodation through special programs to one of involvement in the mainstream of an institution. At institutions where minority student enrollment is less than 10 out of every 100 students, considerably more attention must be given to building a campus environment that minority students will perceive as hospitable.

The extent to which the curriculum reflects the roles that minorities have played in various disciplines also affects students' perceptions about campus environment. People from minority groups have made great accomplishments and contributions in science, history, literature, the arts, politics, and sociology. These achievements, as well as the achievements of all cultures in the world, should be integrated into teaching in these areas. Institutions which ignore these achievements can be seen as hostile to minorities and may reinforce inaccurate attitudes about contributions by minorities to society as a whole.

Also important to minority student success are institutional efforts to ensure that minorities are achieving academically and being fulfilled socially. According to recent research, this includes assessment of students upon enrollment in college and remediation for all students with deficient skills. It also includes monitoring the progress of students and addressing their academic and social problems.

Cooperation between elementary/secondary and higher education should include working with high schools to improve minority high school student preparation for college and opportunities for minority high school students to meet minority students who have been successful in college.

Colleges and universities have numerous special programs to help students. Some are for all students. Some are designed especially for minority students. Last year, Illinois public universities reported over 80 such programs intended to help minority students. Yet the lack of improvement in the degree completion rates for minority students suggests these programs may not be having much effect. Such programs should be reviewed regularly to determine which ones work. Those that work should be expanded. Those that do not work should be improved or replaced.

Success in college requires adequate financial aid to meet all of the costs associated with going to college. Illinois has one of the leading financial aid programs in the nation. Needy students at public universities and community colleges are eligible for grants up to amounts that cover all tuition and fees. At private colleges and universities, the program covers up to $3,100 in tuition and fees. The program is especially helpful to minority students. In community colleges, minority students number 50 out of every 100 students who receive awards. In public universities, minority students number 38 out of every 100 students. And in private institutions, minority students number 40 out of every 100 students who receive awards from the state's aid program.

But the state's aid program is not responsive enough to individual financial needs. Tuition is only part of a student's financial needs. Living costs, books, clothing, transportation, and support of a family if the student is married—all add to the financial burden. Other forms of aid—notably federal aid—do not cover all of these costs. Loans are easily obtained as one form of aid but should not be used by those who are at risk of not completing a program or having a low paying career.

For students who must make up for deficiencies in their high school preparation for college, more than the usual four years may be required for a bachelor's degree. Now undergraduates are eligible for up to five years of state financial aid. But longer eligibility and more flexibility in awarding aid to part-time students may be needed.

State aid for students in graduate and professional education is limited. Often such students must support a family, so their need for financial aid may be greater than that of undergraduates. Moreover, a doctoral degree may take as long or longer than a bachelor's degree.

Fiscal year 1988 resulted in a reduction of $60 million in state General Revenue Funds for Illinois higher education. This meant a loss of funds for many programs and services, some of which are essential for improving minority student achievement. Adequate funding for higher education is part of the state's commitment to the future of Illinois, the state's investment in the people of Illinois.

ACTION NOW

Changes in our educational system to improve the achievement of minority students will require commitment, time, and money. However, we cannot wait for new money to be provided before we begin. And we cannot use the lack of new money as an excuse for failing to begin. We must secure the commitment of as many people as possible to begin to make changes now with dollars already in hand.

The important thing is to begin. The State Board of Education and the Illinois Board of Higher Education should take the following steps now, and elected officials, educational and business leaders, teachers, and citizens of our state should individually and collectively support them in their efforts. Both state boards should —

1. **Make minority student achievement a priority in Illinois.**
2. **Provide support programs early and throughout education.**
3. **Promote change in the school/campus environment for minority students.**
4. **Promote increasing the employment of minority teaching and administrative personnel.**
5. **Monitor programs and student progress closely.**

ADDITIONAL STEPS. We can begin now by taking these five steps as the focus of our action and future direction. But each of these steps must be followed by many others, some of which will require careful planning and design. Some of these next steps must be initiated at the state level, some at the local or institutional level. Examples of next steps that are important to achieving change in our educational system are listed below:

1. **Make Minority Student Achievement a Priority in Illinois:** This includes but should not be restricted to efforts such as the following:

- Make as many people as possible aware of minority student achievement as a matter of vital concern and self-interest for all. Seek the aid of newspapers, radio, television, and other media in spreading this message.
- Get commitment to improve minority student achievement from people in schools, colleges, and universities—board members, school superintendents and principals, college

and university presidents and chancellors, administrators, and teachers. Encourage more cooperative efforts among these people.

- Obtain funding—local and state—to improve educational programs for all students and programs that are essential to improving minority student achievement. Many such programs were started with the 1985 educational reform legislation and with funds in recent years for higher education. But state funding has not been maintained.

2. Provide Support Programs Early and Throughout Education: Support programs are meant to make up for help that is lacking in a child's home and for deficiencies in schooling that multiply for a child throughout education if not addressed early. They include but should not be restricted to efforts such as the following:

- Expand prenatal programs and early childhood programs.
- Encourage minority parents to enroll their children in pre-kindergarten and full-day kindergarten programs.
- Provide programs and incentives for parents to encourage their children to do better in school.
- Provide summer programs and tutoring for children in early grades.
- Ensure reasonable class size and learning time especially for children in early grades.
- For grades K-12 establish homework centers or neighborhood houses for each school with large minority student enrollments.
- Monitor students' academic and social progress closely and provide early help for those having difficulties.
- Expand programs that will provide adult role models and emphasize the importance of a high school and college education.
- Provide sufficient special programs, such as bilingual education and English as a second language, and special services, such as counseling and tutoring.
- For minority students preparing for and enrolling in college, provide comprehensive support—financial aid, counseling, tutoring, preparation for standardized tests, and job placement.
- Provide minority students and their parents with information about college requirements, special programs, and financial aid.
- Increase financial aid. Make policies and procedures for aid more simple and more flexible. Increase work-study programs.
- Help minority students with the transition from high school to college.
- Expand counseling for minority students in community colleges who plan to transfer to four-year institutions.
- Expand efforts between schools and colleges/universities to improve the coordination of curricula among the various levels of education.

- Stress and reward minority student achievement at all levels of education.
- Review regularly the effectiveness of special programs to improve minority student achievement. Improve or replace programs that are not effective.

3. Promote Change in the School/Campus Environment for Minority Students: Many schools, colleges, and universities are seen by minority students as not supporting their interests and achievement. Worse yet, some institutions are seen as uninviting or hostile places. Steps to make educational institutions inviting and supportive should include but are not restricted to efforts such as the following:

- Make all school/campus personnel aware of the importance of their separate jobs in making the whole institution a place that welcomes and helps all students.
- Provide programs to change teacher/administrator attitudes if necessary, to assure that they expect minority students to achieve and succeed.
- Provide teachers (preservice and inservice) with the knowledge and skills needed to effectively teach minority students.
- Confront racial hostility on schools/campuses. Provide programs to promote the acceptance of different cultures and values systems. The curriculum should reflect the cultures and values systems of students from all racial/ethnic groups.

4. Promote Increasing the Employment of Minority Teaching and Administrative Personnel: This includes but should not be restricted to efforts such as the following:

- Encourage elementary and secondary minority students to become teachers.
- Recruit recent minority graduates with degrees in education.
- Develop programs to place current minority graduates with teaching certificates in Illinois schools.
- Take steps to improve teaching as a profession and make it more attractive to minority graduates and others as a career.
- Closely monitor the certification testing process and its results to ensure that it is not biased against minority candidates.

5. Monitor Programs and Student Progress Closely: This includes but should not be restricted to efforts such as the following:

- Require institutions to establish goals and strategies to improve minority student achievement and monitor institutional effectiveness in reaching their goals.
- Monitor completion rates for minority students at public schools, colleges, and universities on an annual basis. Determine ways to improve completion rates.
- Monitor academic progress at all educational levels for all students by racial/ethnic group.
- Award schools/campuses for being effective in improving minority student achievement.

This report urges the State Board of Education and the Board of Higher Education to take the lead in developing specific plans to address the five major action areas. However, everyone—the Governor, members of the General Assembly, local school board members, corporate leaders, community organizers, parents, and voters—must recognize that the educational attainment of minority students will affect the lives and well-being of everyone in the state. All must become involved in the critical task of dramatically improving the education of minority students in Illinois. And the Joint Committee on Minority Student Achievement should be reconvened within a year to review progress in improving minority student achievement in the state.

The Joint Committee on Minority Student Achievement recommends that the State Board of Education and the Board of Higher Education approve the following resolution:

The State Board of Education and the Board of Higher Education hereby resolve that there is an urgent need to change the educational system in Illinois to improve the achievement of minority students. Further, efforts to bring about such change shall include the following actions:

1. **Making minority student achievement a priority in Illinois;**
2. **Providing support programs early and throughout education;**
3. **Promoting change in the school/campus environment for minority students;**
4. **Promoting an increase in the employment of minority teaching and administrative personnel; and**
5. **Monitoring programs and student progress closely.**

SOURCES

Page 1

Kotlowitz, Alex. "Racial Gulf: Black's Hopes, Raised by '68 Kerner Report are Mainly Unfulfilled." *The Wall Street Journal*, 26 February 1988.

These statements are based on a recently released follow-up report to the 1968 Kerner Commission Report.

United States National Commission on Excellence in Education. *A Nation At Risk: The Imperative for Educational Reform: A Report to the Nation and the Secretary of Education.* U.S. Department of Education. Washington, D.C. 1983.

Page 2

State Board of Education. *Illinois Annual Report 1987.*

This is a comprehensive report of current activity in elementary and secondary education.

Illinois Board of Higher Education. *1987 Report on Minority Student Participation in Illinois Higher Education, Part A.* Updated September 1987.

Information pertaining to enrollment, degrees conferred, and Monetary Award Program awards was obtained from this source. The Board collects this data regularly in an effort to monitor the participation of minorities in the state's institutions. Most data are reported by sector (community colleges, public universities, private institutions), race, and level of study (undergraduate, graduate, professional education).

Governor Thompson, James R. *1988 State of the State Address.* February, 1988.

Illinois Bureau of the Budget. *Illinois Population Trends 1980 to 2025.* 1987 ed.

This is the source used for all Illinois data related to population, age distributions within the population, racial composition, and birthrate information. The Bureau of the Budget publishes population trend data annually but only this year began to include demographic projections by age, sex, and race for counties with population exceeding 100,000.

Page 3

Johnston, William B. and others. *Workforce 2000: Work and Workers for the Twenty-First Century.* Indianapolis, IN. Hudson Institute. 1987.

This book provides information about changes taking place in the nation's economy, the labor market, and in the skills required of the workforce of the year 2000. Particular attention was called to the need for improved educational preparation of all workers, integration of Black and Hispanic workers fully into the economy, and improving the dynamism of an aging workforce.

Illinois Department of Commerce and Community Affairs. "Fast Facts about High Technology in Illinois." 1985.

Illinois Department of Employment Security and the Illinois Occupational Information Coordinating Committee. *Occupational Employment and Average Annual Job Openings.* 1988.

This Illinois-specific document provides the most recent occupational projections through 1995. The formula used to determine average annual job openings involved combining new job growth with jobs made available through turnover. Determinations were made of minimum educational requirements by categorizing occupations based on enrollment in academic programs most closely associated with a given occupation. Estimations of educational requirements are conservative ones because occupations were grouped by minimum levels of education currently associated with each occupation.

Illinois Bureau of the Budget. *Population Trends.*

Johnston, William B. *Workforce 2000.*

Page 4

Illinois Board of Higher Education. *Report on Minority Student Participation.*

State Board of Education. *Illinois Annual Report 1987.*

Page 5

State Board of Education. *Illinois Annual Report 1987.*

Illinois Board of Higher Education. *Report on Minority Student Participation.*

Page 6

Illinois Board of Higher Education. *Statistical Report on Female and Minority Employment in Higher Education: Fall 1985 and Trend Data for 1977-85.* July, 1986.

An EEO-6 survey is coordinated by the Board of Higher Education biennially in compliance with federal Equal Employment Opportunity Commission guidelines. The report summarizes public and private institution employment data by sex and race. In the 1986 report, for the first time, the Board supplemented the EEO-6 survey with questions about female and minority employees in top administrative leadership positions.

Richardson, Richard D. and others. "Graduating Minority Students: Lessons from Ten Success Stories." *Change: The Magazine of Higher Learning.* May/June 1987.

This article presents the findings from a study of ten institutions of higher education in the nation and conclusions about factors that are most important to enrolling, retaining, and successfully educating minority students.

Page 7

Illinois Board of Higher Education. *Report on Minority Student Participation.*

ILLINOIS POPULATION BY RACE AND AGE GROUPINGS

	1985	1995	2005	2025
0-19				
Whites	2,390,448	2,249,550	2,032,719	1,798,195
Blacks	664,307	672,902	668,863	645,392
Hispanics	315,031	387,794	449,650	552,338
Others	87,030	101,271	114,920	151,618
Total	3,456,816	3,411,517	3,266,152	3,147,543
20-64				
Whites	5,219,753	5,040,036	4,980,187	4,493,799
Blacks	954,132	1,066,140	1,180,780	1,288,271
Hispanics	417,744	575,250	759,681	1,071,997
Others	156,020	206,909	266,081	353,139
Total	6,747,649	6,888,335	7,186,729	7,207,206
65+				
Whites	1,189,269	1,293,224	1,242,198	1,679,849
Blacks	119,352	153,597	179,458	327,607
Hispanics	21,219	42,018	67,644	185,848
Others	12,794	21,831	37,033	104,255
Total	1,342,634	1,510,670	1,526,333	2,297,559
Grand Total	**11,547,099**	**11,810,522**	**11,979,214**	**12,652,308**

Source: Illinois Bureau of the Budget

ILLINOIS PUBLIC ELEMENTARY AND SECONDARY EDUCATION

Enrollment	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan	Total
1976-77	1,671,459	438,904	106,872	18,229	2,665	2,238,129
1978-79	1,539,755	430,205	115,427	22,677	2,560	2,110,624
1980-81	1,411,778	413,809	124,835	30,815	2,226	1,983,463
1982-83	1,306,905	403,432	131,741	36,016	2,195	1,880,289
1984-85	1,248,175	405,027	140,426	38,503	2,224	1,834,355
1985-86	1,231,326	406,612	145,727	40,535	2,278	1,826,478
1986-87	1,219,951	409,556	150,900	42,554	2,224	1,825,185
1987-88	1,207,040	404,326	153,989	43,952	2,139	1,811,446
1987-88 Enrollment						
1st Grade	92,671	32,495	13,891	3,439	123	142,619
8th Grade	82,479	25,219	10,278	3,155	147	121,278
Total Elementary	817,859	285,188	116,257	30,299	1,314	1,250,917
9th Grade	87,295	31,179	11,109	3,506	217	133,306
12th Grade	95,223	18,641	5,939	3,060	186	123,049
Total Secondary	389,181	119,138	37,732	13,653	825	560,529
Attrition						
1983 Freshmen	105,777	31,160	9,562	2,483	221	149,203
Males:	53,554	15,484	4,937	1,338	106	75,419
Females:	52,223	15,676	4,625	1,145	115	73,784
1987 Graduates	90,415	17,737	5,199	2,588	136	116,075
Males:	45,274	8,109	2,476	1,338	59	57,256
Females:	45,141	9,628	2,723	1,250	77	58,819

Source: State Board of Education

ILLINOIS HIGHER EDUCATION
PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES

Total Higher Education Enrollment	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan	Non-Resident Alien	Other Unknown	Total
Fall 1976	469,411	89,901	19,586	7,854	1,808	*	60,077	648,637
Fall 1978	434,873	81,812	19,452	12,535	1,680	*	91,515	641,867
Fall 1980	501,516	90,779	26,801	16,526	4,741	9,658**	64,197	714,218
Fall 1982	540,797	98,678	30,548	19,936	2,824	13,194	38,659	744,636
Fall 1984	519,784	97,745	31,758	21,876	2,284	12,087	29,354	714,888
Fall 1985	506,158	92,888	32,575	22,657	2,107	12,451	29,685	698,521
Fall 1986	514,382	92,137	35,645	23,970	2,151	12,894	15,729	696,908
Total Higher Education Degrees								
1976-77	78,326	8,375	1,402	1,161	125	1,870	5,854	97,113
1978-79	76,444	7,778	1,483	1,343	171	1,469	4,241	92,929
1980-81	81,233	8,456	1,770	2,062	224	2,376	4,164	100,285
1982-83	85,314	8,658	2,276	2,722	359	2,530	1,764	103,623
1984-85	86,387	8,736	2,757	2,758	249	3,843	527	105,257
1985-86	87,611	9,313	2,842	2,938	249	3,284	2,180	108,417
Fall 1986 Enrollment								
Community Colleges	237,163	55,329	23,647	10,538	1,357	569	6,281	334,884
Public and Private Universities	277,219	36,808	11,998	13,432	794	12,325	9,448	362,024
Undergraduate	202,567	31,223	10,244	9,952	629	4,770	4,384	263,769
Graduate/Professional	74,652	5,585	1,754	3,480	165	7,555	5,064	98,255
1986 Total	514,382	92,137	35,645	23,970	2,151	12,894	15,729	696,908
1986 Degrees								
Bachelors	39,820	3,075	1,005	1,412	108	1,118	473	47,011
Masters	13,533	897	236	514	26	1,556	412	17,174
Doctoral	1,438	57	35	78	5	390	34	2,037
Professional	4,009	169	97	146	9	46	3	4,479

*Non-Resident Aliens combined with Unknown.

**Reflects numbers as shown for community colleges for Fall 1980.

Source: Illinois Board of Higher Education

STATE-FUNDED SCHOLARSHIPS

UNDERGRADUATE	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan	Other/ Unknown	Total
Monetary Award Program							
FY 1978	54,796	32,233	4,507	1,561	587	2,640	96,324
FY 1979	56,497	32,579	5,018	2,080	690	2,374	99,238
FY 1980	51,734	32,270	5,157	2,270	807	2,002	94,240
FY 1981	55,243	29,318	5,359	2,541	974	2,049	95,484
FY 1982	50,451	31,231	6,347	3,227	1,036	2,521	94,813
FY 1984	55,196	28,604	6,675	4,149	502	2,117	97,243
FY 1985	57,477	32,642	7,274	4,499	476	2,802	105,170
FY 1986	57,989	29,703	6,568	4,525	388	3,740	102,913
FY 1986—By Sector							
Community Colleges	15,780	13,569	1,460	1,205	193	481	32,688
Public Universities	21,704	9,543	1,975	2,150	75	816	36,263
Private Institutions	20,505	6,591	3,133	1,170	120	2,443	33,962
GRADUATE AND PROFESSIONAL							
Medical Scholarship Program*							
FY 1985	34	21	5	0	0	0	60
FY 1986	33	25	3	1	0	0	62
FY 1987	39	14	7	4	0	0	64
FY 1988	17	7	0	0	0	0	24
Illinois Minority Graduate Incentive Program							
FY 1986	0	9	4	0	0	0	13
FY 1987	0	26	19	0	2	0	47
FY 1988	0	22	20	0	2	0	44
Illinois Consortium for Educational Opportunity Program							
FY 1987	0	37	7	1	1	0	46
FY 1988	0	31	9	0	1	0	41

*Numbers represent new recipients for each year. All other programs show total recipients.

Source: Illinois Board of Higher Education

MINIMUM EDUCATIONAL REQUIREMENTS OF ILLINOIS' LABOR MARKET—1995 PROJECTIONS

Minimum Educational Requirements	Average Annual Openings
High School Diploma Examples: Audio-Visual Specialists; Opticians, Dispensing & Measuring; Physician's Assistant; Drafters, Manufacturing; Air Traffic Controllers; Radio Operators; Cashiers; Counter & Rental Clerks; Salespersons, Retail; Stock Clerks, Sales Floor; AO Sales & Related Workers; Demonstrators, Promoters & Models; Sales Agents, Advertising; Claims Takers, Unemployment Benefits; Employment Interviewers; Merchandise Displayers & Window Dressers; Emergency Medical Technicians	167,892
Some College Examples: Food Service & Lodging Managers; Administrative Services Managers; Industrial Production Managers; Assessors; Claims Examiners, Property & Casualty Insurance; Construction & Building Inspector; Special Agents, Insurance; Underwriters; Surveyors; Computer Systems Analysts, EDP; Recreation Workers; Registered Nurses; Respiratory Therapists; Dancers & Choreographers; Designers, Excluding Interior Designers; Photographers; Dental Hygienists; Dietetic Technicians; EKG & EEG Technicians & Technologists; Licensed Practical Nurses; Medical and Health Professionals & Paraprofessional Workers, Technicians & Related; Engineering Technicians; Broadcast Technicians; Computer Programmer Aides; Computer Programmers, Manufacturing; Paralegal Personnel; Technical Assistants, Library; Interior Designers; Insurance Sales Workers; Real Estate Brokers and Agents; Travel Agents	46,524
Bachelors Examples: Public Administration Executive; Managers & Administrators; Financial Managers; General Managers & Top Executives; Marketing, Advertising & Public Relations Managers; Medicine & Health Services Managers; Mining & Related Managers; Personnel Trainer & Labor Relations Managers; Purchasing Managers; Accountants & Auditors; Cost Estimators; Personnel Trainer & Labor Relations Specialist; Wholesale & Retail Buyers, Excluding Farm; Tax Examiners, Collectors & Revenue Agents; Tax Preparers; Budget Analysts; Purchasing Agents & Buyers, Excluding Farm; Engineers; Architects; Scientists; Actuaries; Statisticians; Mathematicians; Economists; Psychologists; Sociologists; Social Workers; Teachers; Coaches; Teachers & Instructors; Dietitians & Nutritionists; Pharmacists; Therapists; Veterinarians; Public Relations Specialists & Publicity Writers; Announcers, Radio & TV; Broadcast News Analysts; Reporters & Correspondents; Writers & Editors; First-Line Supervisors & Managers/Supervisors	42,779

Beyond Bachelors Examples: Elementary/Secondary School Assistant Principals; Principals, Petroleum Engineers; Clergy; Directors, Religious Act. & Educators; Judges, Magistrates & Other Judicial Workers; Lawyers; Counselors; Chiropractors; Dentists; Optometrists; Podiatrists; Physicians & Surgeons; Law Clerks	8,149
Other	1,241
Total	266,585

Number of people employed in 1984 5,208,607

Sources: Illinois Board of Higher Education
Illinois Department of Employment Security (IDES)
Illinois Occupational Information Coordinating Committee (IOICC)

19

Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

Thomas Lay Burroughs, Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education

Our citizens are the most important resource of this great state. Since minorities are becoming an ever-larger proportion of our population, all of us must be committed to ensuring the ability of minority citizens to contribute to our economic and social system. Yet, when we examine the elementary and secondary schools and the institutions of higher education in Illinois, we find that the proportions of minority students decrease dramatically at each level of education. The educational system is not working to help minority students complete the educational programs they will need for most jobs in our economy.

The joint committee on minority student achievement believes that minority students must be given whatever assistance is necessary for them to succeed in the same proportions as majority students. We must make minority achievement a priority in Illinois; provide support programs early and throughout education; promote change in the school and campus environment for minority students; promote increases in the number of minority teachers and administrators; and closely monitor all programs and student progress.

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois
June 1988 1.75M 8-874B-07 No. 026

EXCELLENT SCHOOLS: THE ILLINOIS ADVANTAGE

BULK RATE
U.S. POSTAGE
PAID
Permit No
805
Springfield, IL